



# **AIMS A Science 2015**

## **Test Administration Directions**



### **Arizona's Instrument to Measure Standards**

### **Alternate-Science**

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## Overview

Arizona's Instrument to Measure Standards Alternate for science (AIMS A Science) is administered to eligible students with significant cognitive disabilities. This State assessment measures what students know and are able to do in the content area of science and is aligned with the Arizona Alternate Academic Standards. Students will receive test reports with specific information detailing their progress toward meeting the alternate standards. Schools will receive test reports with student results that can be used to identify strengths and focus on student weaknesses. AIMS A Science students are assessed in the following grades and subjects:

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
Mathematics	X	X	X	X	X	X			X
ELA	X	X	X	X	X	X			X
Science		X				X		X	

Eligible students are assessed yearly in grades 4, 8 and 10. High school students should be assessed during their second year of high school. If school districts or charters determine that a student will continue to be assessed after their second year in high school, it should be documented in the student's Individualized Education Program (IEP).

## Accommodations and Adaptations

Students with significant cognitive disabilities (SCD) require intensive instructional supports which are provided through instructional adaptations and strategies. AIMS A Science incorporates many best practices, instructional adaptations, and strategies into the assessment; however, if there are other instructional adaptations being used routinely for instruction in the educational setting and documented in the student's IEP, those adaptations and strategies can be used to support the student during the administration of the AIMS A Science.

Students identified as having a SCD are dismissed from ELL programs based on the IEP team decisions. This is in accordance with Federal and State mandates and must still be documented in the student's IEP. This documentation drives the educational program and all services for the student and supersedes Arizona Revised Statutes and Arizona Administrative Code. For more information, please see a presentation on the ADE website regarding students with dual labels at

<http://www.ade.az.gov/oelas/downloads/SPEDPowerPoint-HandlingIssueswithDualLabels.pdf>.

Testing Adaptations and Instructional Strategies		
Time/Setting	Presentation	Response
Testing over multiple days	Oral reading by Testing Administrator	Augmentative devices or other Assistive Technology
Extended time	Large print or magnification device	Adaptive calculators
Multiple or frequent breaks	Sign language	Number or alphabet lines
Change in schedule	Tactile graphics	Manipulatives
One on one or small group	Manipulatives	Visual/verbal/physical cues
Noise buffers	Audio amplification devices	
Adjusted lighting	Visual/verbal/physical cues	

## Testing Time Guidelines

Before Test Administrators can enter their AIMS A Science eligible students into the Alternate Assessment's application, they must have attended a district training, signed a Test Security Agreement and returned it to their Alternate Assessment Test Coordinator, and acquired a username and password. Students do not have passwords to access the AIMS A Science assessment. If Test Administrators have lost or forgotten their AIMS A Science Common Logon username and password, please contact the Alternate Assessment Test Coordinator. All AIMS A Science username and passwords will be sent to the Alternate Assessment Test Coordinator.

Test Administrators must be aware of two specific timelines for testing.

Task	Time Frame
Entering Students/Complete Student Verification	January 5 – January 31, 2015
Administer AIMS A	February 15 – March 31, 2015

**If date falls on a weekend, the closing date would be extended to the following Monday.**

The Test Administrator will administer all portions of AIMS A Science. If a student becomes fatigued or is unable to complete the assessment, the assessment can be stopped and resumed at a later time within that same school day or thereafter as long as tests are administered during school hours. The tests can be given in any order.

**Test Administrators must present every test question and prompt to the student.** Time stamps are provided for all sections of the assessment. These time stamps document when a student started and completed a section of the test.

## Entering Students

Test Administrators must have a username and password to enter eligible students into the AIMS A application system. **The window to enter AIMS A Science eligible students is January 5–31.** Once this window has closed, students will not be able to be entered into the system until the testing window reopens on February 15. When entering a student into the Alternate Assessment’s application system, the Test Administrator should also verify that the student is entered into the correct school site and that the correct grade level appears for each student.

The Alternate Assessment’s application is accessed through the Common Logon on the ADE website at [www.azed.gov](http://www.azed.gov). The Test Administrator will enter his or her Common Logon username and password. Test Administrators will need three data pieces to enter students: student SAIS ID, date of birth, and gender.

Once logged into the Alternate Assessment’s application, use the menu on the left side of the webpage to add students:

- select “Student Data,” and then
- click “Add Student.”

Enter in the requested information for each student that will be tested. Then, click “Retrieve.” Once retrieval is complete, additional information may need to be verified or added. Pre-populated information is retrieved from the data that has been uploaded into SAIS by each school district and charter holder. This process must be completed before the tests can be administered.

If an error appears, Test Administrators should contact their district SAIS administrator to confirm all SAIS data has been entered for the student. If issues persist, please contact the Alternate Assessment Unit.

If the school district or charter is having difficulty entering students into the application (SAIS issues, etc.), please inform the Alternate Assessment Unit immediately who will then document the issues and assist in the completion of this process. No students are exempt from participating in AIMS A Science.

## Administering the Test

The testing window opens February 15. This is also the earliest that Test Administrators can print data sheets for their students. Every teacher who has students assigned to them in the Alternate Assessment system will receive a class set of testing materials. Test Administrators will still be required to print data sheets from the homepage of the Alternate Assessment's application. Individual testing materials for each student will not be sent out.

The Test Administrator will access the AIMS A Science application system through the Common Logon through the ADE website at [www.azed.gov](http://www.azed.gov). The data sheets can be accessed from the AIMS A Science home page.

### Notice

**You will be prompted to fill out a brief Learning Characteristics Inventory when you log on to the AIMS A system for each of your tested students. You must complete this inventory for each student in order to access the AIMS A forms list and testing system. This inventory will be used to assist students who take AIMS A.**

### Directions

Before beginning, download the student Data Sheets. When ready to enter the assessment click on Student Data on the menu to the left.

### Notice

If you have received calls about PDF documents or you yourself have experienced a problem with them, please use the following solution to resolve the issue.

1. Open Adobe Reader and Select "Edit"
2. Select "Preferences"
3. Select "Internet" on the left side
4. UNCHECK "Display PDF in Browser"

### Documents


[Data Sheets](#)

[AIMS A Performance Task Scoring Rubric](#)



To begin the actual assessment for each student, the Test Administrator will use the menu on the left side of the page. Click "Select School" making sure correct school is selected. Go back to menu on the left side and select "Student Data."

- The Test Administrator's class list will appear.
- The Test Administrator will then click on the student's SAIS ID.
- Above "**Student Data**" select "Forms."
- The test the student must take will then appear.

Student Data	Back   <b>Forms</b> 			
Administration	<b>Directions</b> Click Forms to begin the assessment.			
Management	<b>Student Data</b>			
Reviewer Form List	Sais ID	School Year	Name	DOB
				Gender
Form			Subject	Status
Grade 7 Practice	Teacher View   Student Input			N/A
Grade 7 Math Multiple Choice	Teacher View   Student Input			Complete
Grade 7 Math Performance Task	Teacher Edit		Math	Complete
Grade 7 Reading Multiple Choice	Teacher View   Student Input			Complete
Grade 7 Reading Performance Task	Teacher Edit		Reading	Complete

AIMS A Science consists of two styles of items: multiple choice and performance tasks. The Test Administrator will administer all portions of the AIMS A Science. The tests may be given in any order. In the multiple choice section and if the student is eligible for the No Response Option, Test Administrators must still present every question and prompt to the student before indicating “no response” to a test question.

## Multiple Choice

The multiple choice section is accessed online. Students select an answer from three options. Once a Test Administrator logs into the Alternate Assessment system and selects a student to begin testing for the multiple choice portion of the testing, a time stamp for that test is documented.

It is imperative that the Test Administrator selects “Student Input” for the multiple choice section. The multiple choice reset request must have previously been made to the Alternate Assessment Unit by the Alternate Assessment Test Coordinator. If a student has a multiple choice reset option, the Test Administrator should select “Student Input” to access this portion of the test and record the student responses in the application.

The Test Administrator must administer all parts of the test to the student during the student’s school hours and input the student’s responses to the multiple choice section with the student present. Test Administrators are not to input student responses for multiple choice sections at a later date or time. Failure to administer the multiple choice section correctly could result in an invalidation of student tests.

Test Administrators can adapt or use any instructional strategies documented in the student’s IEP and routinely used in the classroom when administering the multiple choice section of AIMS A Science.



## Performance Tasks

Performance tasks are standardized constructed response items. The Test Administrator will present each prompt to the student and indicate the student responses on the data sheets. The Test Administrator will then input the student responses into the AIMS A Science application. Only this portion of the test can be entered by the Test Administrator at anytime during the testing window.

When administering the performance task section of AIMS A Science, Test Administrators can adapt or use any instructional strategies that are documented in the student's IEP and routinely used in the classroom. Test Administrators must gather the materials necessary to complete the performance tasks before beginning the student assessment. Objects, photos, or more familiar pictures may be substituted for any picture card provided. After reading the prompt to the student for each performance task, mark the appropriate box that corresponds to the student's response.

Performance Tasks will be scored using the AIMS A Science *Performance Task Scoring Rubric*. Test Administrators should be very familiar with the rubric as there are very specific requirements for cues and prompts at the different levels. Test Administrators must present every question or prompt to student before indicating a no response to a test question. A video demonstration of the scoring rubric can be accessed at <http://www.azed.gov/assessment/aims-a/> under Videos and Webinars.

The AIMS A Science *Performance Task Scoring Rubric* is shown below. A full version can be accessed through the Alternate Assessment's application on the home page.

AIMS A PERFORMANCE TASK SCORING RUBRIC					
	Level 5	Level 4	Level 3	Level 2	Level 1
<b>FIRST:</b> <b>Prompts with Answer Card Choices</b>	Test Administrator reads Performance Task prompt and shows answer card choices contained in test materials. Student responds without assistance or only with a single repetition of the prompt. (Do not label/read answer card choices).	Test Administrator reads Performance Task prompt and identifies/reads answer card choices contained in test materials.	Test Administrator reads Performance Task prompt and identifies/reads answer card choices contained in test materials.	Test Administrator reads Performance Task prompt and removes all items/distracters (answer card choices). Present student only the correct answer card choice with any cues as necessary.	The student is non-responsive after Performance Task prompt was presented with all levels of support.
<b>Prompts without Answer Card Choices*</b>	Test Administrator reads Performance Task prompt. Student responds without assistance or only with a single repetition of the prompt and uses wait time only.	Test Administrator reads Performance Task prompt and uses a single cue.  <i>Cues that can be used at Level 4: physical/verbal cues, auditory cues, gestural cues, tactile cues, and visual cues.</i>	Test Administrator reads Performance Task prompt and uses 2 cues.  <i>Cues that can be used at Level 3: physical/verbal cues, auditory cues, gestural cues, tactile cues, and visual cues.</i>	Test Administrator reads Performance Task prompt with any cues necessary. Test Administrator will verbally state correct response for student to imitate or repeat.  <i>Cues that can be used at Level 2: physical/verbal cues, auditory cues, gestural cues, tactile cues, and visual cues.</i>	
<b>THEN:</b> <b>ADD STRATEGY</b>	None	Elaborate the question: provide additional clarifying information on directions or expected response.	Demonstrate a similar response: "This is picture of a dog. Show me the picture of the cat."	Model exact response: "This is a picture of a dog. What is this?" (Show picture/object representing dog.)	
<b>SCORE</b>	The student responds correctly. <b>Record a score of 4</b> If the student: • Does not respond independently; • Responds incorrectly; • Does not perform the requested task when given wait time; or • After test administrator repeats the instructions; Move to Level 4.	The student responds correctly. <b>Record a score of 3</b> If the student: • Does not respond; or • Responds incorrectly; Even with the addition of elaboration; Move to Level 3.	The student responds correctly. <b>Record a score of 2</b> If the student: • Does not respond; or • Responds incorrectly; Even with the addition of a demonstration; Move to Level 2.	The student responds correctly. <b>Record a score of 1</b> If the student: • Does not respond; or • Responds incorrectly; Even with a model, cues, and removal of all distracters; Move to Level 1.	The student does not respond. <b>Record a score of 0</b>
*NOT ALL PERFORMANCE TASK PROMPTS HAVE ANSWER CARD CHOICES					

Test Administrators may refer to the list of cues on the *AIMS A Performance Task Scoring Rubric*. This resource may clarify the types of cueing that is available and allowable as well as how to implement them within the various levels of the rubric. The cues from the *AIMS A Performance Task Scoring Rubric* are shown below. A full version can be accessed through the Alternate Assessment application on the home page.

### Cues

Cueing is a way to help support or signal a student. A cue by itself does not give the student a direct answer. Most importantly cues should be understood by the student and eventually faded. *This is not an exhaustive list.*

**Physical Cue:** Offers physical guidance to support or elicit a response. Hand over hand, tapping the back of a hand, holding an elbow, pointing, or standing by a student to stop a behavior (proximity), etc.

**Verbal Cue:** Gives the student oral or verbal information. "Look at me", "put letter A first", "it's 11:30 (lunchtime)", etc.

**Gestural Cue:** A movement or gesture which is understood by student to extract a specific behavior. Pointing, tapping, winking, waving, etc.

**Auditory Cue:** Presents a sound or noise used to focus or gain student's attention. Tapping on table, bells, timer, ringers, etc.

**Visual Cue:** Alerts a student to where to focus and/or where to respond: Color coding, labeling, highlighting, arrows, concrete objects, etc.

**Tactile Cue:** Provides an item for the student to feel or a touch support for student. Feather, velcro, sandpaper, concrete objects, etc.

### Example of how to use rubric:

Give student an alphabet chart.

"Sally point to the letter S." No response from student. **Support at Level 5:** wait time.

"Sally point to the letter S. It is between the letter R and U. Remember it is the first letter of your name." No response from student. **Support at Level 4:** verbal cue and elaboration.

"Sally watch me point to the letter R. Now you point to the letter S." (Teacher points to letter R and teacher puts hand on top of Sally's and moves her hand near the letter S. No response from student. **Support at Level 3:** gestural and physical cues and demonstrated a similar response.

## Performance Task Test Materials

School districts and charters will receive pre-packaged testing materials for the performance tasks. Testing materials will be provided in classroom sets and not for each individual student. In order to receive materials in a timely manner, it is imperative that school districts and charters enter all of their AIMS A eligible students during the January 5-31 window. **Failure to have students entered before the testing window opens could result in a delay of receiving testing materials.** Testing materials will be sent to the Alternate Assessment Test Coordinator and they will be responsible for distribution to schools. Upon the completion of the testing window, all laminated testing materials will be collected by the Alternate Assessment Test Coordinator, inventoried, and returned to ADE.

Test Administrators are still responsible for printing the data sheets for each student. The data sheets are located through the Home page of the Alternate Assessment Application.

Home	ALTERNATE ASSESSMENTS
Select School	(11-01-00-001) Mary C O'Brien Elementary School
Student Data	<b>Notice</b> You will be prompted to fill out a brief Learning Characteristics Inventory when you log on to the AIMS A system for each of your tested students. You must complete this inventory for each student in order to access the AIMS A forms list and testing system. This inventory will be used to assist students who take AIMS A.
Administration	<b>Directions</b> Before beginning, download the student Data Sheets. When ready to enter the assessment click on Student Data on the menu to the left.
PEA Selection	<b>Notice</b> If you have received calls about PDF documents or you yourself have experienced a problem with them, please use the following solution to resolve the issue.
Management	<ol style="list-style-type: none"> <li>1. Open Adobe Reader and Select "Edit"</li> <li>2. Select "Preferences"</li> <li>3. Select "Internet" on the left side</li> <li>4. UNCHECK "Display PDF in Browser"</li> </ol>
Reviewer Form List	<b>Documents</b>
Logout	<a href="#">Data Sheets</a> <a href="#">AIMS A Performance Task Scoring Rubric</a>

Test Administrators must present every question or prompt to a student during school hours before indicating a no response to a test question. They may only aid access to the test through accommodations and adaptation.

## Test Security

AIMS A Science is a valid and reliable test. It is to be treated as securely as the general assessment (AIMS) in every way. Under no circumstances is this test to be used in any other way than as a summative assessment during the approved time frame.

It is unethical and shall be viewed as a violation of test security for any person to:

- Disclose or allow to be disclosed the content of any portion of the test before, during or after test administration;
- Discuss any AIMS A test item before, during or after test administration;
- Use any AIMS A materials for instruction before or after test administration;
- Allow students access to test questions prior to test administration;
- Allow students to share information during test administration;
- Write down a student's response on the multiple choice section of the test;
- Report students' answer choices based on previous experience outside the testing window;
- Photocopy, transcribe or in any way duplicate any part of the AIMS A for anything other than test administration;
- Fail to store all test material in a secure area before, during, or after test administration including all data sheets; and
- Participate in, direct, aid, counsel, assist in, encourage or fail to report any violations of these test security procedures.

All Test Administrators and any persons who are helping administer the AIMS A Science will read, sign and return their Test Security Agreement form to the Alternate Assessment Test Coordinator. Signed Test Security Agreement Forms will be maintained by Alternate Assessment Test Coordinator for six years. (\*Note: the Test Security Agreement Form will cover both the AIMS A Science assessment as well as the NCSC ELA and Mathematics assessments)

If for any reason a testing incident occurs which involves the security of the AIMS A Science assessment, the Alternate Assessment Test Coordinator must alert the Alternate Assessment Unit and file an Incident Report through the online system. Instances that would qualify as testing security incidents can include, but are not limited to, the following:

- Administer test outside of school hours
- Record students' responses when students are not present
- Test students as a group
- Release of testing materials
- Lose testing materials
- Use testing materials and items in instruction.

The Test Security Agreement form is updated yearly. It can be found on the Alternate Assessment webpage.

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